

Marshall Elementary Magnet School

ARIZONA SCHOOL REPORT CARD 2003-04

850 N. Bonito Street, Flagstaff, AZ 86001

Flagstaff Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Kathy Gill
Schedule : 8:00 AM to 4:00 PM
Grades : K-6
2003 Enrollment : 491
Web Address : www.flagstaff.k12.az.us/marshall/
Phone Number : (928) 773-4030
Fax Number : (928) 773-4035
E-mail : kgill@apscc.org

Mission

Marshall School's diverse community will work together to provide a quality education which promotes academic excellence, personal growth and citizenship.

School / Academic Goals

- ü All students will increase academic performance through teacher planning and implementation of the Arizona Academic Standards. Marshall School will focus on increasing language performance for students.
- ü In alignment with the mission and philosophy of Marshall Elementary Magnet School, every student will participate, at their developmental level, in one or more fine arts or science exhibitions.

Instructional Programs

- ü Hands-on Science Lab
- ü Integrated Arts Instruction
- ü Full-day Kindergarten
- ü Character Education

Enrollment

October 1, 2002 School Year Student Enrollment : 493
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 100

Calendar Information

Number of Instruction Days : 182
Average Daily Instruction Time : 6 hours 15 minutes
First Day of School : 8/25/2003
Last Day of School : 6/10/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Marshall Elementary Magnet School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Goals/Vision
- Ü Playground Development
- Ü Budget
- Ü Magnet School Planning
- Ü Parent/Educator/Community Relations
- Ü School Safety Issues

Staffing Information for School Year 2003-04

| Position | Number | Position | Number |
|--------------------------|--------|--------------|--------|
| Administrator | 1.00 | Teacher | 29.90 |
| Other Professional Staff | 2.90 | Teacher Aide | 21.00 |

Educational Attainment by Years of Teaching Experience for School Year 2003-04

| Experience | Bachelor's | Master's | Doctorate | Other |
|------------------|------------|----------|-----------|-------|
| 3 or fewer years | 5 | 0 | 0 | 0 |
| 4 to 6 years | 0 | 1 | 0 | 0 |
| 7 to 9 years | 1 | 3 | 0 | 0 |
| 10 or more years | 6 | 16 | 1 | 0 |

Shared Responsibilities

School

We are responsible for facilitating/maintaining communication with parents. We set high standards for ourselves and for our students in order to ensure that school will be a safe and organized environment where maximum learning can take place.

Parents

Marshall parents are responsible for: ensuring that students are at school on time and ready to learn, working with the school to instill respect for self and others, maintaining communication with staff and working to develop schoolwide goals.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Science Lab

Extracurricular Activities

- Ü FACTS After School Program
- Ü DARE
- Ü Student Council
- Ü Black Dog Service Club

Social Services

- Ü After School Program - Pima County Parks
- Ü Adopt-a-School Partnership
- Ü Lunch/Breakfast Programs
- Ü School-based Guidance Center Services

Transportation Policy

Marshall Magnet School students are bused from various areas of Flagstaff. We generally bus students living more than one mile from the school with additional stops established outside our attendance area to provide for our magnet status.

Marshall Elementary Magnet School

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- Ü Over the past five years, student performance on achievement tests has increased significantly. Marshall teachers use a standards-based lesson plan format and implement successful programs such as Mental Math to ensure that students meet standards.
- Ü Marshall Magnet School has successfully written grants and partnered with different groups to provide an arts and science emphasis. For example, every kindergarten, first and second grade student receives Suzuki violin instruction.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

| Award/Honor | Year |
|---|------|
| Ü Chamber of Commerce School of the Year | 2000 |
| Ü Board-Approved District Magnet School | 2001 |
| Ü Arizona Arts Education School of Excellence | 2002 |
| Ü Governor's Nominee for Arts in Education | 2003 |

Student Activity Rates for School Year 2002-03

| | % School | % K-6 | Arizona % 7-8 | % 9-12 |
|---|----------|-------|------------------|--------|
| Attendance Rate ² | -- | 95 | 94 | 96 |
| Transfers Out ³ | 18 | 20 | 20 | 20 |
| Transfers In ⁴ (Within District) | 2 | 2 | 2 | 2 |
| Transfers In ⁵ (Out of District) | 8 | 10 | 10 | 9 |
| Promotion Rate ⁶ | 99 | 99 | 98 | 95 |
| Retention Rate ⁷ | 1 | 1 | 2 | 5 |
| Dropout Rate ⁸ | -- | | | 8 |
| Status Unknown ⁹ | -- | | | 6 |
| Graduation Rate ¹⁰ | -- | | | 76 |

Measure of Academic Progress

| | % of Students Achieving One Year's Growth | |
|------------|---|------|
| | Reading | Math |
| Grades 2-3 | 66 | 56 |
| Grades 3-4 | 85 | 84 |
| Grades 4-5 | 70 | 80 |
| Grades 5-6 | 82 | 74 |

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

3rd Grade

| Mathematics | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|-----|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 64 | 758 | 75372 | 105 | 101 | 101 | 536 | 530 | 523 | 4 | 6 | 9 | 20 | 23 | 25 | 33 | 35 | 36 | 43 | 35 | 30 |
| All Students (Prior Year) | 55 | 781 | 70809 | NA | NA | NA | 509 | 526 | 518 | 9 | 6 | 11 | 41 | 23 | 27 | 30 | 39 | 35 | 20 | 32 | 27 |
| Female | 31 | 378 | 36901 | 100 | 101 | 101 | 532 | 528 | 524 | 4 | 7 | 8 | 19 | 25 | 25 | 37 | 33 | 36 | 41 | 34 | 31 |
| Male | 33 | 380 | 38385 | 110 | 102 | 101 | 540 | 532 | 523 | 5 | 6 | 9 | 23 | 20 | 24 | 27 | 38 | 36 | 45 | 37 | 30 |
| African American | NC | 22 | 3589 | NC | 100 | 96 | NC | 500 | 501 | NC | 11 | 18 | NC | 37 | 33 | NC | 42 | 33 | NC | 11 | 16 |
| Hispanic | 13 | 149 | 29103 | 100 | 100 | 99 | 516 | 503 | 510 | 0 | 15 | 12 | 50 | 38 | 31 | 30 | 26 | 36 | 20 | 20 | 20 |
| Asian/Pacific Islander | NC | NC | 1574 | NC | NC | 96 | NC | NC | 549 | NC | NC | 3 | NC | NC | 14 | NC | NC | 34 | NC | NC | 48 |
| American Indian/Alaskan Native | 18 | 168 | 5086 | 120 | 102 | 114 | 517 | 508 | 491 | 18 | 11 | 22 | 18 | 33 | 38 | 27 | 38 | 28 | 36 | 18 | 12 |
| White | 27 | 407 | 34597 | 96 | 100 | 98 | 553 | 545 | 535 | 0 | 2 | 4 | 9 | 15 | 20 | 35 | 36 | 38 | 57 | 46 | 38 |
| Students with Disabilities | 16 | 139 | 8057 | 133 | 124 | 99 | 526 | 529 | 496 | 0 | 12 | 23 | 40 | 24 | 31 | 40 | 24 | 28 | 20 | 39 | 17 |
| Students without Disabilities | 48 | 619 | 67315 | 98 | 97 | 101 | 537 | 530 | 525 | 5 | 6 | 8 | 18 | 23 | 24 | 32 | 36 | 37 | 45 | 35 | 31 |
| Limited English Proficient Students | 11 | 128 | 16925 | 122 | 106 | 112 | 483 | 469 | 482 | 20 | 34 | 27 | 60 | 43 | 40 | 0 | 17 | 26 | 20 | 6 | 7 |
| Migrant Students | -- | -- | 869 | | | | -- | -- | 501 | -- | -- | 17 | -- | -- | 30 | -- | -- | 39 | -- | -- | 14 |
| Economically Disadvantaged | -- | 166 | 26325 | | | | -- | 524 | 504 | -- | 7 | 15 | -- | 24 | 34 | -- | 42 | 33 | -- | 27 | 18 |
| Non-Economically Disadvantaged | 64 | 592 | 49047 | | | | 536 | 531 | 530 | 4 | 6 | 6 | 20 | 23 | 21 | 33 | 34 | 37 | 43 | 37 | 35 |

| Reading | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|-----|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 65 | 761 | 75221 | 107 | 102 | 101 | 528 | 526 | 523 | 6 | 7 | 8 | 14 | 17 | 16 | 59 | 53 | 56 | 20 | 23 | 21 |
| All Students (Prior Year) | 58 | 775 | 70860 | NA | NA | NA | 510 | 531 | 524 | 15 | 6 | 9 | 23 | 15 | 17 | 44 | 45 | 45 | 19 | 35 | 30 |
| Female | 31 | 379 | 36833 | 100 | 101 | 100 | 520 | 526 | 526 | 7 | 7 | 6 | 11 | 18 | 15 | 67 | 51 | 56 | 15 | 24 | 23 |
| Male | 34 | 382 | 38319 | 113 | 103 | 101 | 537 | 526 | 520 | 5 | 6 | 9 | 18 | 16 | 17 | 50 | 56 | 56 | 27 | 23 | 18 |
| African American | NC | 22 | 3597 | NC | 100 | 97 | NC | 518 | 510 | NC | 16 | 14 | NC | 5 | 22 | NC | 58 | 53 | NC | 21 | 11 |
| Hispanic | 14 | 150 | 29019 | 108 | 101 | 99 | 531 | 513 | 513 | 0 | 17 | 12 | 30 | 27 | 21 | 50 | 42 | 55 | 20 | 15 | 13 |
| Asian/Pacific Islander | NC | NC | 1572 | NC | NC | 95 | NC | NC | 536 | NC | NC | 2 | NC | NC | 9 | NC | NC | 57 | NC | NC | 31 |
| American Indian/Alaskan Native | 17 | 169 | 5071 | 113 | 103 | 114 | 504 | 511 | 502 | 27 | 11 | 20 | 9 | 28 | 27 | 64 | 51 | 46 | 0 | 10 | 8 |
| White | 27 | 407 | 34543 | 96 | 100 | 97 | 536 | 534 | 531 | 0 | 2 | 4 | 13 | 12 | 12 | 57 | 56 | 58 | 30 | 30 | 26 |
| Students with Disabilities | 16 | 142 | 8006 | 133 | 127 | 99 | 530 | 523 | 505 | 20 | 13 | 22 | 20 | 21 | 23 | 20 | 41 | 42 | 40 | 26 | 13 |
| Students without Disabilities | 49 | 619 | 67215 | 100 | 97 | 101 | 528 | 526 | 524 | 5 | 6 | 7 | 14 | 17 | 16 | 64 | 54 | 56 | 18 | 23 | 21 |
| Limited English Proficient Students | 11 | 130 | 16853 | 122 | 107 | 112 | 482 | 478 | 489 | 20 | 43 | 29 | 60 | 37 | 36 | 20 | 20 | 32 | 0 | 0 | 3 |
| Migrant Students | -- | -- | 866 | | | | -- | -- | 503 | -- | -- | 19 | -- | -- | 23 | -- | -- | 49 | -- | -- | 8 |
| Economically Disadvantaged | -- | 168 | 26256 | | | | -- | 529 | 509 | -- | 7 | 14 | -- | 16 | 24 | -- | 53 | 51 | -- | 24 | 11 |
| Non-Economically Disadvantaged | 65 | 593 | 48965 | | | | 528 | 526 | 528 | 6 | 6 | 5 | 14 | 17 | 13 | 59 | 53 | 58 | 20 | 23 | 24 |

| Writing | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|-----|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 66 | 754 | 73654 | 108 | 101 | 99 | 537 | 533 | 530 | 4 | 6 | 9 | 14 | 14 | 13 | 78 | 73 | 70 | 4 | 7 | 7 |
| All Students (Prior Year) | 56 | 763 | 68592 | NA | NA | NA | 535 | 551 | 542 | 4 | 5 | 9 | 19 | 9 | 12 | 62 | 66 | 63 | 15 | 19 | 16 |
| Female | 32 | 375 | 36239 | 103 | 100 | 99 | 537 | 537 | 537 | 4 | 7 | 7 | 19 | 12 | 11 | 70 | 71 | 72 | 7 | 9 | 10 |
| Male | 34 | 379 | 37301 | 113 | 102 | 98 | 536 | 530 | 523 | 5 | 5 | 12 | 9 | 16 | 15 | 86 | 74 | 68 | 0 | 5 | 5 |
| African American | NC | 22 | 3488 | NC | 100 | 94 | NC | 522 | 515 | NC | 21 | 16 | NC | 11 | 18 | NC | 63 | 62 | NC | 5 | 4 |
| Hispanic | 14 | 146 | 28348 | 108 | 98 | 96 | 522 | 519 | 520 | 0 | 13 | 13 | 30 | 19 | 17 | 70 | 66 | 65 | 0 | 3 | 5 |
| Asian/Pacific Islander | NC | NC | 1558 | NC | NC | 95 | NC | NC | 547 | NC | NC | 3 | NC | NC | 8 | NC | NC | 76 | NC | NC | 13 |
| American Indian/Alaskan Native | 18 | 167 | 4947 | 120 | 102 | 111 | 526 | 516 | 507 | 9 | 10 | 22 | 18 | 25 | 22 | 64 | 61 | 53 | 9 | 4 | 3 |
| White | 27 | 406 | 33924 | 96 | 100 | 96 | 547 | 543 | 537 | 0 | 2 | 5 | 9 | 10 | 10 | 91 | 79 | 75 | 0 | 9 | 9 |
| Students with Disabilities | 17 | 138 | 7306 | 142 | 123 | 90 | 548 | 528 | 506 | 0 | 11 | 24 | 20 | 16 | 20 | 80 | 68 | 52 | 0 | 5 | 4 |
| Students without Disabilities | 49 | 616 | 66348 | 100 | 97 | 100 | 535 | 534 | 531 | 5 | 6 | 8 | 14 | 14 | 13 | 77 | 73 | 71 | 5 | 7 | 8 |
| Limited English Proficient Students | 12 | 128 | 16422 | 133 | 106 | 109 | 495 | 486 | 495 | 20 | 35 | 30 | 40 | 29 | 27 | 40 | 35 | 43 | 0 | 0 | 0 |
| Migrant Students | -- | -- | 849 | | | | -- | -- | 511 | -- | -- | 19 | -- | -- | 22 | -- | -- | 56 | -- | -- | 4 |
| Economically Disadvantaged | -- | 164 | 25711 | | | | -- | 535 | 514 | -- | 3 | 16 | -- | 17 | 19 | -- | 71 | 61 | -- | 9 | 3 |
| Non-Economically Disadvantaged | 66 | 590 | 47943 | | | | 537 | 533 | 535 | 4 | 7 | 7 | 14 | 13 | 11 | 78 | 73 | 74 | 4 | 7 | 9 |

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

| Mathematics | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|-----|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 75 | 907 | 76230 | 96 | 101 | 101 | 517 | 513 | 498 | 3 | 5 | 12 | 30 | 33 | 38 | 20 | 15 | 12 | 47 | 46 | 37 |
| All Students (Prior Year) | 54 | 822 | 72888 | NA | NA | NA | 499 | 505 | 494 | 14 | 10 | 14 | 33 | 37 | 40 | 16 | 13 | 12 | 37 | 41 | 34 |
| Female | 42 | 418 | 37247 | 93 | 98 | 100 | 515 | 514 | 500 | 0 | 5 | 11 | 34 | 34 | 40 | 21 | 14 | 13 | 45 | 47 | 37 |
| Male | 33 | 486 | 38725 | 100 | 102 | 101 | 519 | 512 | 497 | 8 | 6 | 14 | 23 | 33 | 37 | 19 | 15 | 12 | 50 | 46 | 37 |
| African American | NC | 18 | 3594 | NC | 100 | 96 | NC | 494 | 476 | NC | 18 | 22 | NC | 29 | 46 | NC | 12 | 11 | NC | 41 | 21 |
| Hispanic | 11 | 161 | 28100 | 100 | 100 | 98 | 492 | 495 | 482 | 11 | 12 | 18 | 33 | 41 | 47 | 33 | 14 | 11 | 22 | 33 | 24 |
| Asian/Pacific Islander | NC | 10 | 1447 | NC | 100 | 95 | NC | 500 | 527 | NC | 0 | 5 | NC | 60 | 26 | NC | 10 | 11 | NC | 30 | 58 |
| American Indian/Alaskan Native | 21 | 191 | 5292 | 88 | 99 | 113 | 507 | 498 | 463 | 0 | 10 | 31 | 39 | 40 | 47 | 28 | 17 | 8 | 33 | 34 | 14 |
| White | 38 | 511 | 35389 | 93 | 98 | 96 | 528 | 523 | 514 | 3 | 2 | 6 | 25 | 28 | 32 | 16 | 15 | 14 | 56 | 54 | 48 |
| Students with Disabilities | 15 | 173 | 9022 | 88 | 109 | 105 | 465 | 489 | 465 | 33 | 12 | 31 | 33 | 41 | 43 | 0 | 24 | 8 | 33 | 22 | 17 |
| Students without Disabilities | 60 | 734 | 67208 | 98 | 99 | 100 | 522 | 515 | 500 | 0 | 5 | 12 | 29 | 33 | 38 | 22 | 14 | 12 | 48 | 48 | 38 |
| Limited English Proficient Students | 12 | 138 | 14826 | 109 | 104 | 113 | 458 | 467 | 460 | 14 | 25 | 31 | 71 | 55 | 51 | 14 | 14 | 8 | 0 | 7 | 10 |
| Migrant Students | -- | -- | 837 | | | | -- | -- | 478 | -- | -- | 19 | -- | -- | 51 | -- | -- | 8 | -- | -- | 21 |
| Economically Disadvantaged | -- | 236 | 25037 | | | | -- | 506 | 477 | -- | 8 | 21 | -- | 36 | 47 | -- | 14 | 11 | -- | 42 | 21 |
| Non-Economically Disadvantaged | 75 | 671 | 51193 | | | | 517 | 515 | 507 | 3 | 5 | 9 | 30 | 33 | 35 | 20 | 15 | 13 | 47 | 48 | 43 |

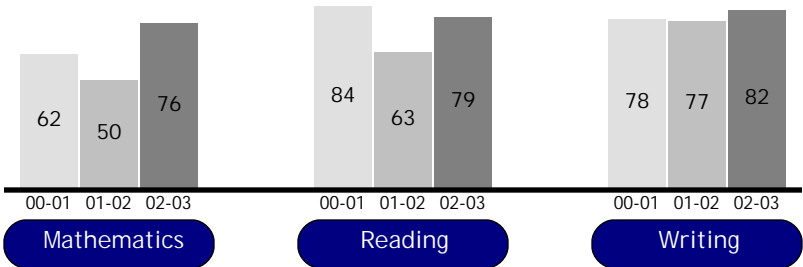
| Reading | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|-----|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 74 | 905 | 76202 | 95 | 100 | 101 | 510 | 510 | 505 | 11 | 11 | 19 | 19 | 22 | 24 | 51 | 52 | 46 | 19 | 16 | 11 |
| All Students (Prior Year) | 54 | 824 | 72779 | NA | NA | NA | 514 | 509 | 505 | 17 | 17 | 21 | 10 | 20 | 20 | 50 | 44 | 43 | 24 | 19 | 15 |
| Female | 42 | 420 | 37231 | 93 | 99 | 100 | 510 | 511 | 507 | 13 | 9 | 16 | 21 | 23 | 24 | 50 | 51 | 48 | 16 | 17 | 13 |
| Male | 32 | 482 | 38718 | 97 | 101 | 101 | 511 | 509 | 503 | 8 | 13 | 22 | 16 | 20 | 24 | 52 | 52 | 44 | 24 | 14 | 10 |
| African American | NC | 18 | 3600 | NC | 100 | 97 | NC | 506 | 497 | NC | 6 | 28 | NC | 31 | 29 | NC | 56 | 39 | NC | 6 | 5 |
| Hispanic | 10 | 159 | 28090 | 91 | 99 | 98 | 503 | 504 | 497 | 13 | 20 | 28 | 38 | 28 | 30 | 38 | 37 | 37 | 13 | 15 | 5 |
| Asian/Pacific Islander | NC | 10 | 1443 | NC | 100 | 95 | NC | 503 | 515 | NC | 20 | 9 | NC | 20 | 19 | NC | 50 | 53 | NC | 10 | 19 |
| American Indian/Alaskan Native | 22 | 191 | 5311 | 92 | 99 | 113 | 499 | 498 | 491 | 17 | 24 | 38 | 28 | 26 | 31 | 50 | 42 | 28 | 6 | 8 | 3 |
| White | 37 | 513 | 35371 | 90 | 99 | 96 | 518 | 515 | 512 | 9 | 6 | 10 | 9 | 18 | 20 | 56 | 58 | 54 | 25 | 18 | 16 |
| Students with Disabilities | 15 | 172 | 9097 | 88 | 109 | 106 | 497 | 502 | 493 | 40 | 16 | 39 | 0 | 21 | 27 | 60 | 58 | 29 | 0 | 5 | 5 |
| Students without Disabilities | 59 | 733 | 67105 | 97 | 99 | 100 | 511 | 510 | 506 | 9 | 11 | 18 | 21 | 22 | 24 | 50 | 51 | 47 | 21 | 16 | 12 |
| Limited English Proficient Students | 12 | 137 | 14780 | 109 | 103 | 113 | 486 | 490 | 486 | 50 | 47 | 50 | 33 | 23 | 32 | 17 | 28 | 18 | 0 | 2 | 1 |
| Migrant Students | -- | -- | 832 | | | | -- | -- | 492 | -- | -- | 36 | -- | -- | 31 | -- | -- | 31 | -- | -- | 3 |
| Economically Disadvantaged | -- | 236 | 24961 | | | | -- | 502 | 495 | -- | 19 | 32 | -- | 24 | 30 | -- | 47 | 34 | -- | 9 | 4 |
| Non-Economically Disadvantaged | 74 | 669 | 51241 | | | | 510 | 512 | 509 | 11 | 9 | 14 | 19 | 21 | 22 | 51 | 53 | 51 | 19 | 17 | 14 |

| Writing | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|-----|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 71 | 897 | 74692 | 91 | 100 | 99 | 510 | 512 | 502 | 11 | 10 | 18 | 24 | 25 | 27 | 58 | 57 | 47 | 6 | 8 | 8 |
| All Students (Prior Year) | 54 | 792 | 70710 | NA | NA | NA | 531 | 526 | 512 | 15 | 10 | 17 | 15 | 23 | 26 | 46 | 46 | 42 | 24 | 21 | 16 |
| Female | 40 | 415 | 36710 | 89 | 98 | 99 | 513 | 518 | 509 | 11 | 7 | 14 | 26 | 25 | 26 | 55 | 59 | 50 | 8 | 9 | 10 |
| Male | 31 | 479 | 37742 | 94 | 101 | 98 | 504 | 506 | 495 | 13 | 13 | 22 | 21 | 25 | 28 | 63 | 55 | 44 | 4 | 7 | 6 |
| African American | NC | 17 | 3516 | NC | 94 | 94 | NC | 503 | 487 | NC | 27 | 26 | NC | 27 | 31 | NC | 40 | 39 | NC | 7 | 4 |
| Hispanic | 10 | 158 | 27492 | 91 | 98 | 96 | 498 | 495 | 486 | 0 | 18 | 27 | 63 | 36 | 32 | 38 | 41 | 38 | 0 | 5 | 4 |
| Asian/Pacific Islander | NC | 10 | 1428 | NC | 100 | 94 | NC | 499 | 528 | NC | 20 | 8 | NC | 0 | 20 | NC | 80 | 54 | NC | 0 | 18 |
| American Indian/Alaskan Native | 21 | 190 | 5166 | 88 | 98 | 110 | 485 | 492 | 470 | 22 | 20 | 39 | 39 | 36 | 32 | 39 | 41 | 27 | 0 | 3 | 2 |
| White | 35 | 508 | 34785 | 85 | 98 | 94 | 525 | 524 | 517 | 6 | 5 | 10 | 10 | 19 | 23 | 74 | 66 | 56 | 10 | 10 | 11 |
| Students with Disabilities | 12 | 169 | 8428 | 71 | 107 | 98 | 502 | 499 | 472 | 0 | 11 | 38 | 25 | 32 | 30 | 75 | 55 | 29 | 0 | 3 | 3 |
| Students without Disabilities | 59 | 728 | 66264 | 97 | 98 | 99 | 510 | 513 | 503 | 12 | 10 | 17 | 24 | 25 | 27 | 57 | 57 | 48 | 7 | 8 | 8 |
| Limited English Proficient Students | 11 | 137 | 14363 | 100 | 103 | 109 | 453 | 462 | 459 | 50 | 44 | 47 | 50 | 33 | 34 | 0 | 23 | 19 | 0 | 0 | 1 |
| Migrant Students | -- | -- | 814 | | | | -- | -- | 475 | -- | -- | 33 | -- | -- | 37 | -- | -- | 27 | -- | -- | 2 |
| Economically Disadvantaged | -- | 233 | 24507 | | | | -- | 501 | 480 | -- | 13 | 31 | -- | 31 | 33 | -- | 54 | 33 | -- | 3 | 3 |
| Non-Economically Disadvantaged | 71 | 664 | 50185 | | | | 510 | 515 | 511 | 11 | 10 | 13 | 24 | 23 | 24 | 58 | 58 | 53 | 6 | 9 | 10 |

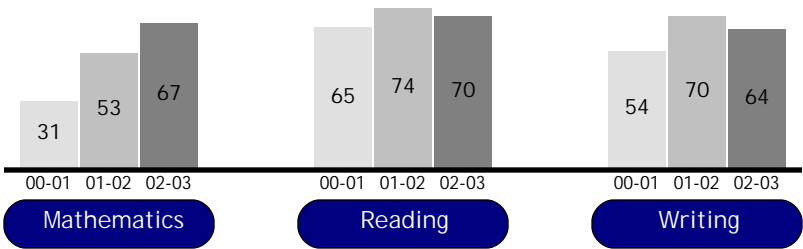
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

| | | |
|-------------------|----------------------|-----|
| AYP Determination | Met Percent Tested? | Y |
| | Met Test Objectives? | Y |
| | Met Attendance Rate? | Y |
| | Met Graduation Rate? | NA |
| | Made AYP? | Yes |

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

| Grade | Content Area | 2000-2001 | | | | 2001-2002 | | | | 2002-2003 | | | |
|-------|--------------|-----------|-------|----|----|-----------|-------|----|----|-----------|-------|----|----|
| | | % | Score | D | AZ | % | Score | D | AZ | % | Score | D | AZ |
| 2 | Reading | 81 | 59 | 61 | 53 | 81 | 63 | 49 | 44 | 100 | 52 | 56 | 50 |
| | Language | 81 | 52 | 52 | 45 | 81 | 50 | 45 | 39 | 100 | 44 | 47 | 43 |
| | Mathematics | 83 | 68 | 65 | 56 | 81 | 73 | 58 | 52 | 100 | 61 | 64 | 57 |
| 3 | Reading | 79 | 64 | 61 | 50 | 88 | 44 | 51 | 43 | 98 | 59 | 53 | 47 |
| | Language | 82 | 67 | 61 | 55 | 88 | 51 | 56 | 50 | 100 | 63 | 59 | 54 |
| | Mathematics | 82 | 68 | 62 | 53 | 88 | 50 | 58 | 50 | 100 | 62 | 60 | 54 |
| 4 | Reading | 63 | 77 | 66 | 55 | 100 | 60 | 56 | 47 | 93 | 55 | 60 | 52 |
| | Language | 65 | 68 | 58 | 50 | 98 | 52 | 50 | 45 | 97 | 47 | 53 | 48 |
| | Mathematics | 65 | 69 | 65 | 56 | 98 | 65 | 60 | 52 | 100 | 52 | 64 | 57 |
| 5 | Reading | 92 | 49 | 57 | 51 | 98 | 46 | 54 | 46 | 97 | 61 | 59 | 50 |
| | Language | 92 | 45 | 51 | 46 | 98 | 43 | 48 | 43 | 95 | 54 | 53 | 46 |
| | Mathematics | 92 | 47 | 60 | 56 | 100 | 60 | 62 | 54 | 94 | 69 | 67 | 57 |
| 6 | Reading | 90 | 62 | 61 | 54 | 95 | 50 | 60 | 49 | 100 | 61 | 63 | 53 |
| | Language | 88 | 51 | 54 | 46 | 95 | 39 | 53 | 42 | 100 | 47 | 56 | 45 |
| | Mathematics | 88 | 70 | 70 | 61 | 97 | 51 | 69 | 58 | 98 | 64 | 73 | 62 |

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We are committed to the safety, well-being of children. We have a crisis plan in place and practice regularly scheduled lockdown and fire drills. Visitors must check in at the office. Students are held to high expectations for appropriate behavior.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

| | Name | Phone Number |
|---------------------------|----------------|----------------|
| School Site Council | Kathy Gill | (928) 773-4030 |
| Transportation Policy | Fred Fennell | (928) 773-4171 |
| Community Resources | Kathy Lozania | (928) 773-4030 |
| School Nutrition Programs | Don Gala | (928) 527-6091 |
| Parent Organization | Jen Johnson | (928) 773-4030 |
| Student Health/Nurse | Marilyn Morgan | (928) 773-4032 |

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards